

Charter Schools Program



Pre-Application Webinar:

Objectives, Logic Models, and Performance Measures

Model Development and Dissemination Grant

June 2025

***Disclaimer:** This slide deck does not contain the full text of the Notice Inviting Applications (NIA) for the FY 2025 CSP MDD Grant competition. Before applying for a CSP MDD grant, interested applicants should thoroughly review the NIA published in the Federal Register. The CSP MDD NIA and other FY 2025 CSP MDD competition-related resources can be found on the [CSP competition website](#).*

FY 2025 Grant Competitions

Resource Objectives

- Review NIA requirements for logic models and performance measures.
- Track how logic models and performance measures are used as program management tools throughout the life of a CSP grant.
- Understand how logic models and performance measures support planning, measurement, and evaluation.
- Share strategies and best practices for developing CSP grant logic models and performance measures.



Charter Schools Program



Requirements

CSP Requirements for Applications and
Grant Programs that Support Effectiveness

FY 2025 CSP Grant Competition

Requirements in the NIA

Model Development and Dissemination Grant applications must include:

- a CSP grant project **logic model** that maps a path toward grant objectives
- **performance measures** that can demonstrate progress toward and achievement of grant objectives



Charter Schools Program



Goals & Objectives

The impact your project aims to achieve

FY 2025 CSP Grant Competition

From Goals to Objectives

To evaluate your ability to achieve your grant goals, you can make them measurable by translating them into objectives.

Goals

High-level statements about what the project should achieve



Objectives

Measurable actions required to achieve a goal

Objectives Should Be **SMART**



SMART Objectives

Specific – Clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation.

Measurable – Measured using valid and reliable data that are readily available and can be tracked annually.

Achievable – Ambitious yet achievable and should consider organizational capacity and context.

Relevant – Aligned with project goals and reflect the mission and values of CSP and the grantee.

Timebound – Reference impacts or progress made within the period of the grant.



Charter Schools Program

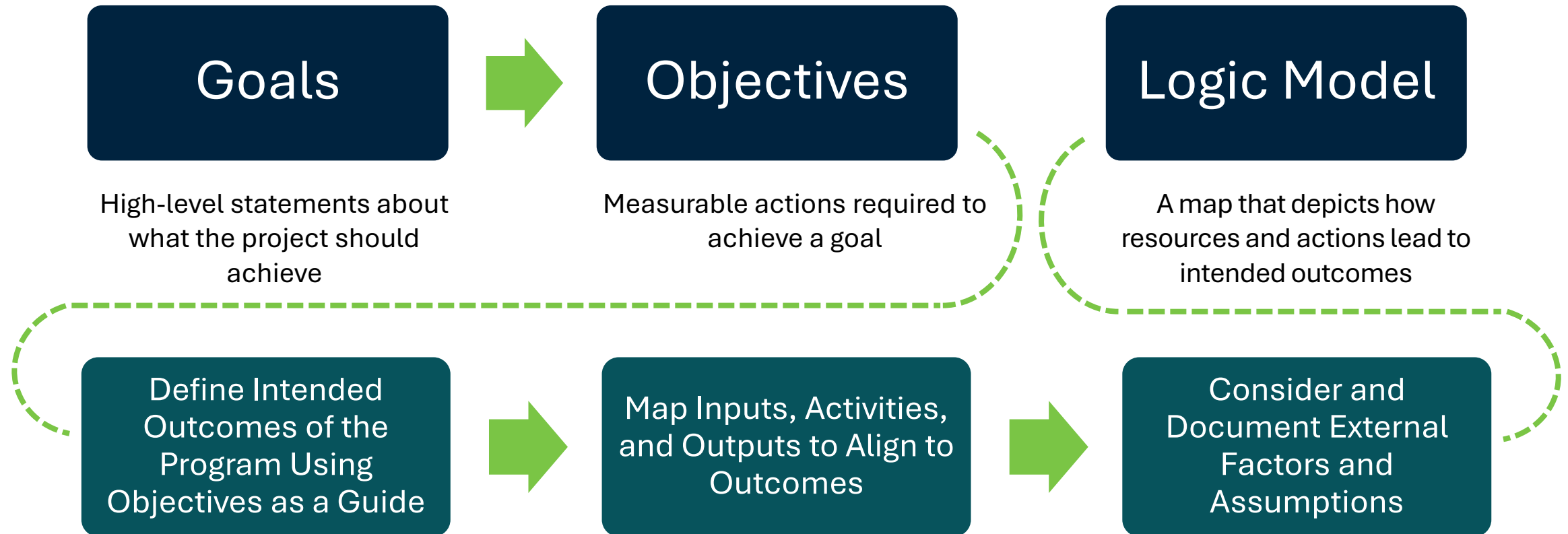


Logic Models

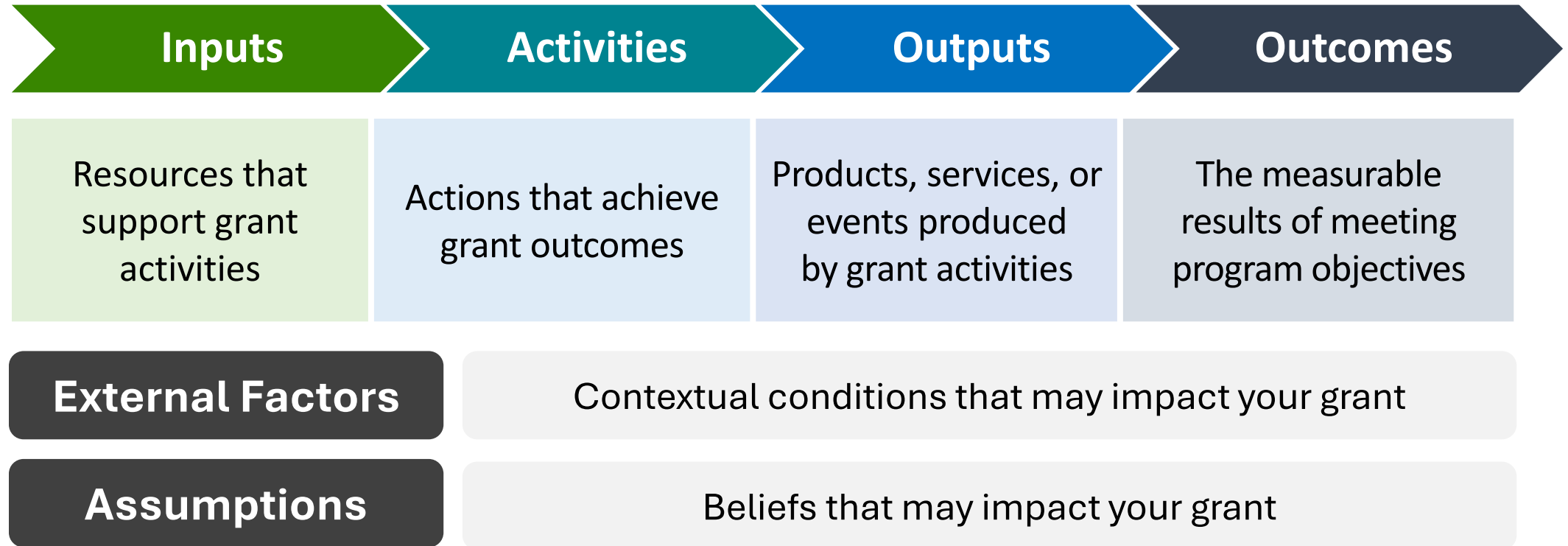
Visualizing your objectives and the path to success

FY 2025 CSP Grant Competition

From Goals to Logic Models

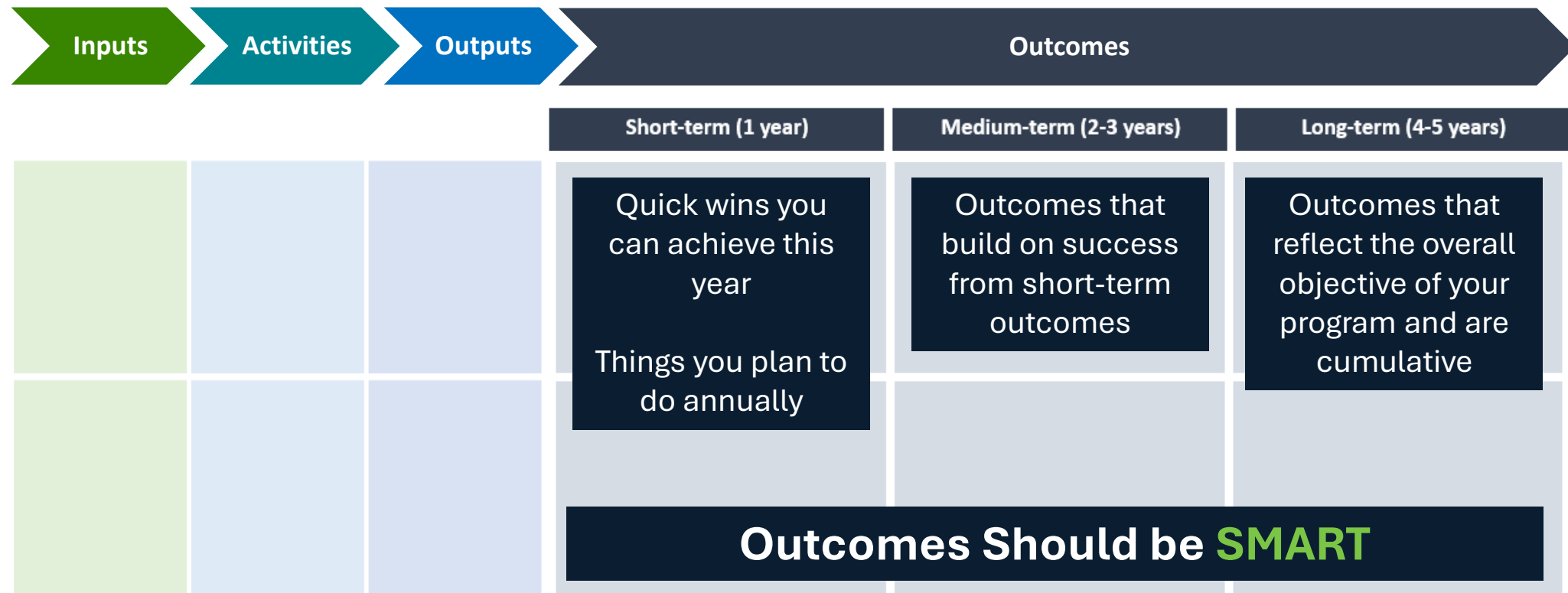


Logic Model



Outcomes

What are the specific, measurable goals you plan to achieve?



SMART Outcomes

Specific

Measurable

Achievable

Relevant

Timebound



Inputs

What resources will you put into this program to support grant activities?



Staff – knowledge, skills, dedication, experience



Facilities – school building, office space, rented conference space



Funding – grant funds, matching funds, foundation grants, current funds



Partners – subcontractors, consultants, community partners



Materials – webinars, curricula, instructional resources



Activities

What actions will you and your team take to achieve grant outcomes?

Publish Training Materials

Host Trainings

Contract with Experts

Engage with School Leaders



Outputs

What products, services, or events will you and your team produce by completing your grant activities? How many will you produce? Examples of MDD grantee outputs include:

- Number of school leaders who will be trained
- Number of webinars hosted annually
- Number of conference presentations
- Number of toolkits produced



External Factors & Assumptions

External Factors

- Variables that are beyond the control of the project that impact its success
- Population changes/enrollment
- Political environment

Assumptions

- Beliefs about the problem or challenge the project intends to address
- Ideas about the resources and staff available to implement the project
- Beliefs about how the project will work





| | | | Outcomes | | |
|--|---|--|---|--|---|
| | | | Short-term (1 year) | Medium-term (2-3 years) | Long-term (4-5 years) |
| MDD Grant Funds MDD Staff Research on CTE Implementation | Pilot tools (design, launch and sustainability) with partner schools Refine tools based on evaluation and feedback Publish final tools online | Guides, toolkits, case studies, and implementation frameworks | Increased awareness among educators of effective CTE models in charter schools | 20+ participating charter schools adopt at least one disseminated CTE practice | Sustained adoption of CTE innovations in 30+ participating charter schools |
| MDD Grant Funds MDD Staff Research on CTE Implementation | Frame, plan, and draft CTE outcomes reports for participating schools and comparisons to the sector | Annual reports on CTE charter school programs | Framework for reporting on CTE outcomes for participating charter schools and the sector | Draft and initial report of CTE outcomes for participating charter schools and the sector | Produce annual report of CTE outcomes for participating charter schools and the sector |
| MDD Grant Funds MDD Staff Charter school partners | Host webinars, workshops, and conferences Recruit high school charter school leaders | Virtual and in-person workshops, conference sessions A CTE charter best-practices network | Engagement of at least 5 charter high schools in early implementation of CTE best practices | Growth to a community of practice to at least 10 charter high schools with a CTE focus or interest | Sustained community of practice including at least 15 charter high schools with a CTE focus or interest |

External Factors

- Federal, state, and local support for CTE expansion
- Wait lists for CTE-focused charter school admission
- Job market for CTE careers

Assumptions

- The economy seeks more skilled workers with CTE-aligned skills.
- Students want alternative career paths and will see value in CTE training and careers.



| | | | Short-term (1 year) | Medium-term (2-3 years) | Long-term (4-5 years) |
|--------------------------------|---|---|---|---|---|
| Research on CTE Implementation | → Pilot tools with partner schools | → Guides, toolkits, case studies, and implementation frameworks | → Increased awareness among educators of effective CTE models in charter schools | → 20+ participating charter schools adopt at least one disseminated CTE practice | → Sustained adoption of CTE innovations in 30+ participating charter schools |
| | → Refine tools based on evaluation and feedback | | | | |
| MDD Grant Funds MDD Staff | → Publish final tools online | → Annual reports on CTE charter school programs | → Framework for reporting on CTE outcomes for participating charter schools and the sector | → Draft and initial report of CTE outcomes for participating charter schools and the sector | → Produce annual report of CTE outcomes for participating charter schools and the sector |
| | → Frame, plan, and draft CTE outcomes reports for participating schools and comparisons to the sector | | | | |
| Charter school partners | → Host webinars, workshops, and conferences | → Virtual and in-person workshops, conference sessions | → Engagement of at least 5 charter high schools in early implementation of CTE best practices | → Growth to a community of practice including at least 10 charter high schools with a CTE focus or interest | → Sustained community of practice including at least 15 charter high schools with a CTE focus or interest |
| | → Recruit high school charter school leaders | → A CTE charter best-practices network | | | |

External Factors

- Federal, state, and local support for CTE expansion
- Long wait lists for CTE-focused charter school admission
- Job market for CTE careers

Assumptions

- The economy seeks more skilled workers with CTE-aligned skills.
- Students want alternative career paths and will see value in CTE training and careers.

Charter Schools Program

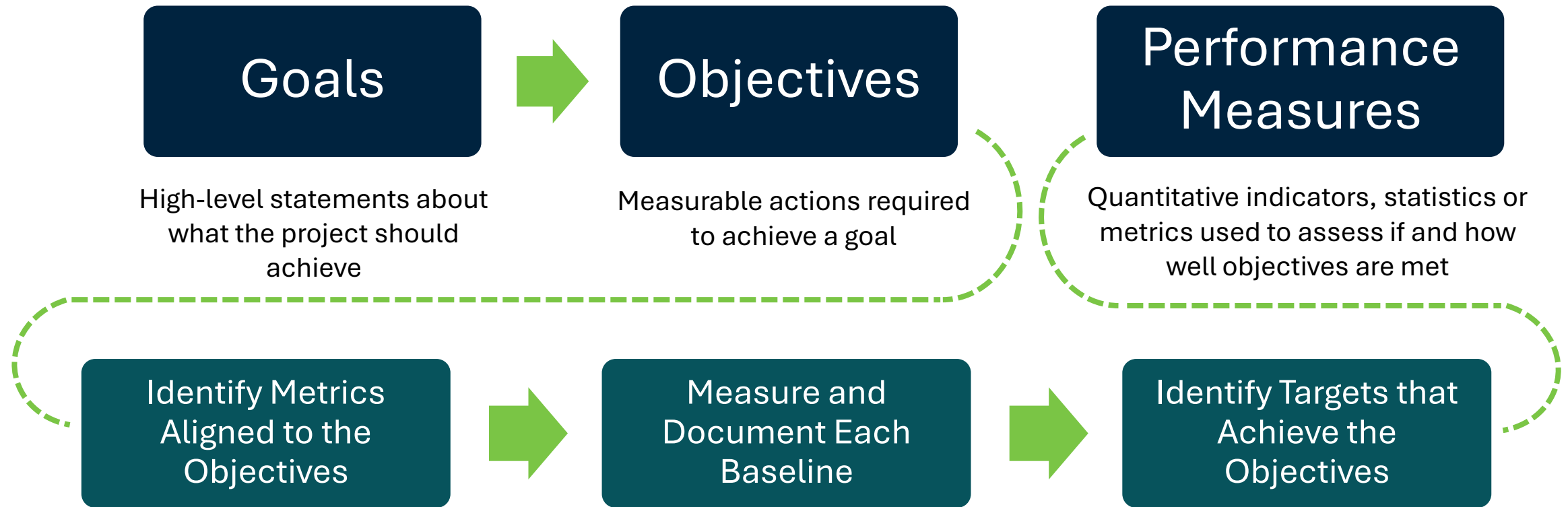


Performance Measures

Gathering data to evaluate your program and report your findings to CSP

FY 2025 CSP Grant Competition

From Goals to Performance Measures



Performance Measures Should Be **SMART**



SMART Performance Measures

Specific

Measurable

Achievable

Relevant

Timebound



Performance Measure Example – MDD Grant

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------|--|--------|--------|--------|--------|--------|
| Objective | Train 20 charter school leaders each year in innovative CTE practices of high-quality charter schools. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Performance Measure 1 | Host at least 15 school leaders in years 1, 3, and 5 for a site visit to a high-quality charter school implementing an innovative CTE model. | ✓ | | ✓ | | ✓ |
| Performance Measure 2 | Annually recruit at least 5 charter school leaders who are currently in the development phase of a new charter school to join a CTE community of practice. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Performance Measure 3 | In years 2 and 4, host a CTE charter model summit for at least 30 charter school leaders. | | ✓ | | ✓ | |



Charter Schools Program



SMART Knowledge Check

Is This SMART?

FY 2025 CSP Grant Competition

Is this SMART?

| | |
|------------------------------|---|
| Objective | Increased engagement with CTE charter events. |
| Performance Measure 1 | Host additional events and meetings with charter school leaders. |
| Performance Measure 2 | Provide great technical assistance to charter schools, when needed. |
| Performance Measure 3 | Host 2 conferences each year. |

| | |
|------------------------------|---|
| Objective | Sustained community of practice including at least 15 charter high schools with a CTE focus or interest. |
| Performance Measure 1 | Host a quarterly community of practice starting in grant year 2. |
| Performance Measure 2 | Recruit at least 5 charter school leaders of CTE-focused high schools and at least 5 charter school leaders in the development phase in years 1-3 of the grant. |
| Performance Measure 3 | Establish a structure, schedule, and roles for the community of practice in year 1 of the grant. Evaluate annually to adapt to the needs of the group. |



- ☒ Specific
- ☒ Measurable
- ☐ Achievable
- ☐ Relevant
- ☒ Timebound

Is the Outcome **SMART?**

Increase the number of students attending CTE programs.



- Specific
- Measurable
- Achievable
- Relevant
- Timebound

Is the Objective **SMART?**

Each year, all staff will host best practices professional development.



- ☑ Specific
- ☑ Measurable
- ☑ Achievable
- ☑ Relevant
- ☑ Timebound

Is the Performance Measure **SMART?**

Annually recruit at least 15 new charter school leaders to join the CTE community of practice.

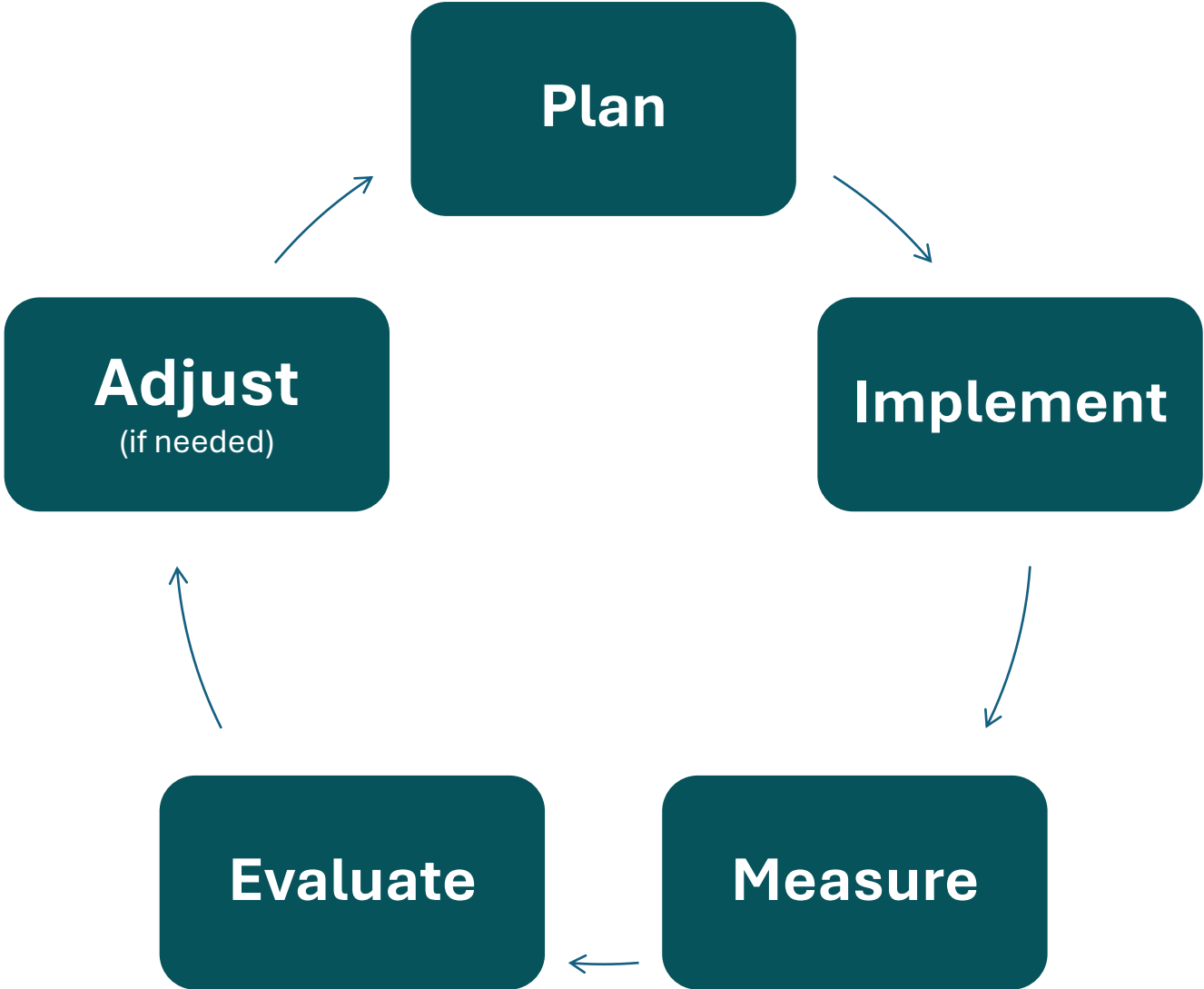




Grant Management & Performance

How objectives, logic models, and SMART performance measures fit into your grant management plan

Grant Management & Performance



Charter Schools Program



Thank You!

MDDCompetition@ed.gov

FY 2025 CSP Grant Competition